

PM Benchmark Kit 2

NEXT STEPS

To determine a student's reading level, accuracy, comprehension, and fluency must be considered. Use the information available to you to make your best judgment call in deciding on an appropriate reading level that will ensure both challenge and success for your students.

Reading Record Diagnosis	Recommendations	Strategies
3b. Fluency: <i>Accuracy level below 90%</i> Poor comprehension Word by word Slow reading	Fluency and Poor Comprehension: Drop back two text levels and reassess. Continue to drop back until comprehension is adequate.	To improve comprehension: <ul style="list-style-type: none"> • Link reading to "talk written down" by recording and rereading student ideas, predictions. Continue to add to these charts. Revisit to revise if ideas change. • See suggestions in Scenario 2, Comprehension. • See suggestions in Scenario 3a, Fluency. • Model inference at the word level, sentence and story level. • Encourage students to infer (reading on the lines, between the lines, beyond the lines).
4a. Miscues: <i>Accuracy level 93–96%</i> <i>Adequate fluency</i> <i>Adequate comprehension</i> <i>Difficulty with new words</i> Meaningless substitutions	Miscues: Maintain text level with emphasis on strategies for problem-solving new words.	To improve accuracy: <ul style="list-style-type: none"> • Use teacher prompts such as, "Does it make sense?" "Does it sound right?" • Have the student do one or more of the following: <ul style="list-style-type: none"> – Look at the pictures. Ask, "Do they help?" – Skip the word and read to the end of the sentence and then come back to the word. Ask, "How does what you've read help you with the word?" – Start the sentence over (re-run). Say, "Make your mouth ready to say the word." – Look at you and away from the print. Say, "If this was talk, what word would be there? Listen as I read the sentence to you." – Look at the beginning letters. Say, "What sound do you hear?" – Look through the word to the end. Say, "What do you hear in the middle? At the end?" – Look for smaller words within the word.
4b. Miscues: <i>Accuracy level 93–96%</i> <i>Adequate or good comprehension</i> <i>Adequate fluency or fluent reader</i> <i>Meaningful substitutions</i> Limited attention to visual cues	Miscues: Maintain text level with emphasis on strategies for cross-checking meaning and structure with visual cues.	To improve accuracy: <ul style="list-style-type: none"> • Have shared reading experiences. • Model self-corrections attending to visual cues. • Use cloze exercises with some letters exposed, e.g., first and last letters. • Use teacher prompts such as, "Does it look right?" "What you read makes sense; does it match the letters the author wrote?" • Look through the word to the end. Ask, "What do you see in the middle? At the end?"